

Programme 112.†

L<sub>4</sub>

(September to December, 1928,  
January to March, 1929, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

*Old Testament History*,\* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp. 100-195 (selections from *Genesis*, chapters 37-50, and *Exodus*, 1-15, inclusive).

*The Acts*, chapters 14-17. *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 208-278, may be read. *The Saviour of the World*,\* Vol. VI. (P.N.E.U. Office, 3/-), pp. 1-55, with Bible passages from index.

Optional: (a) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (b) *Philips' Handy Scripture Atlas*\* (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 40-72. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *Heroes and Writers of the Book of Common Prayer*, by G. M. Forde (S.P.C.K., 3/6). *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 3/-).

For Sunday reading (optional):

*The Ancient Documents and the Modern Bible*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 143-210. *Enter China*, by G. G. Barnes (C.M.S., 2/-).

† The 112th term of work set since the Parents' Union School began



For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1928). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6).

Sunday Occupations: A Book of Centuries: see new illustrated leaflet by Miss Bernau (P.N.E.U. Office, 6d.). Choose and inscribe verses in beautiful lettering (see "Bridges"), on good paper or vellum. Make Christmas cards.

#### Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers. or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

#### English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 97-132.

Literature (including holiday and evening reading).

Shakespeare's *As You Like It*\* (Blackie, 6d.). Addison's *Sir Roger de Coverley*\* (Dent, 1/-). Pope's *The Rape of the Lock*\* (Blackie, 3d.). Read from *Shakespeare to Hardy*, *An Anthology of English Lyrics*\* (Methuen, 3/6), contemporary poets (1688-1760): Dryden, Gray, etc. *A History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 420-489.

#### English History.

*A History of Great Britain*,\* by R. B. Mowat, Part II. (Oxford Press, 3/6), (1688-1760). Begin a chart of the 18th Century (see reprint from *P.R.*, July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *Times* Office, 6/- yearly).

#### General History.

*Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), (1688-1760), contemporary history from pp. 398-436 (omit set questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 74-139 (c. 3000-2000 B.C.) (omit set questions).

Continue a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6: see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 1-23. North's Plutarch's *Lives: Tiberius and Caius Gracchi*\* (Cambridge Press, 3/6). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen*,\* by Mrs. H. A. L. Fisher (Chambers, 2/6), pp. 154-212.

#### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*The Ambleside Geography Book*, V.,\* (Kegan Paul, 5/-), pp. 268-300 (S. Africa, Polynesia, Australia, New Zealand), with *The English Speaking Nations*,\* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 143-172, 254-292. Huxley's *Physiography*\* (revised 1924, Macmillan, 5/-), pp. 79-138. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week.

#### Natural History and Geology.†

*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 240-279. *The Elements of Geology*,\* by M. A. Johnston (Nelson, 3/6), pp. 145-196, with a good map of the British Isles; give some account of the geology of your own neighbourhood. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes.

† Overseas members see special leaflet.



For out-door work take a special study suitable to season and climate. The following may be used: Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

**General Science, etc.**

*Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 7-53. *A Voyage in Space*,\* by Professor H. N. Turner (S.P.C.K., 7/6), pp. 1-44.

**Hygiene and Physiology, Domestic Economy.**

*Physiology and Hygiene*,\* by J. Argyll Campbell (Bell, 3/6), pp. 112-166.; omit set questions.

**Picture Study and Architecture.**

Study, describe (and draw from memory details of) six reproductions\* of pictures by Rubens (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for September, 1928. *The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 105-148.

**French.<sup>1</sup> (See N.B. 3.)**

*L'Enseignement Littéraire du Français*, by J. Molmy, Vol. 1. (Hachette, 2/6), lessons 19-26 inclusive. Teacher study preface. Read and narrate Scribe's *Le Verre D'Eau* (Hachette, 1/-). Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin. (See N.B. 3.)**

*A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* Part II., by M. C. Gardner (Oxford Press, 1/9), §§ 53-58, inclusive. *Cæsar's Gallic War*,\* Books I.-III., by C. Hignett (Oxford Press, 2/6), Book I., §§ 1-12, inclusive.

**German.<sup>1</sup> (See N.B. 3.)**

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 19-22, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Hauff's *Die Karavane* (Hachette, 8d.).

or, preferably, **Italian.<sup>1</sup> (See N.B. 3.)**

*Italian Lessons and Readings*, by C. U. Clark (Harrap, 5/-), Introduction and Lessons 4-6. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo*\* (P.N.E.U. Office, 3/-), chapters i.-x. (inclusive).

<sup>1</sup> Schools may substitute the national language.

**Arithmetic. (See N.B. 3.)**

Pendlebury's *New Shilling Arithmetic*\* (Bell, 2/3), pp. 113-124. Mensuration, sections 211-214. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, Book V. (London University Press, Teacher's 2/3, Pupil's 1/1).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

**Geometry. (See N.B. 3.)**

*A Shorter School Geometry*,\* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 165-183, and revise Section I. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

**Algebra. (See N.B. 3.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 111-113, 137-138, 140-147, or continue.

**Drawing.**

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in textures (Glass, p. 143), and in colour: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Studies in lettering and design (Glass, pp. 132-142). Drawing from memory (Glass, p. 23). Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music.**

Choose and learn a suitable composition. Debussy, see *The Term's Music*. Teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Musical Appreciation.**

Debussy, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and "Our Work," September *P.R.*). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 1-63; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term IV.

**Recitations.**

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 45, 46, 47. A scene from Shakespeare. Two poems from anthology set. A hymn.

**Reading (including holiday and evening reading).**

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey*\* (Chapman's translation), (Simpkin Marshall, 3/6), Books 17-20.



Scott's *Waverley* (Nelson, 1/6). For *extra holiday reading*: Stevenson's *The Master of Ballantrae* (Macmillan, 3/6, or, Nelson, 1/6).

#### Singing.

Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-). Christmas carols from: *The English Carol Book*, by M. Shaw and P. Dearmer, Series I. & II. (Mowbray, 2/6 each). Three English songs from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6), words only (2/-), or, *The Pocket Sing-Song Book* (Novello, words and music, 1/6). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

#### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 5/-). *How to Teach School Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey.

#### Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *Needlework*, by M. K. Gifford (Nelson, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Make Christmas presents: choose a craft from *Drawing, Design and Craftwork*, e.g., stencilling. Boys: *101 Things for a Boy to make*, by A. C. Horth (Black, 5/-). Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B. 1.—Pupils should spend one year in Form IV. (average age 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3½d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, 21/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



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FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Give, shortly, three incidents from the life of Joseph, showing, (a), his wisdom, (b), his human love, (c), his faith in God.
2. What message did Moses give to the Israelites when he returned from Midian to Egypt? Describe his reception and the events which immediately followed.
- II. 1. Describe the discussions which took place at the Council of Jerusalem. What was the decision of the Apostles?
2. Give an account of the imprisonment and release of St. Paul and Silas at Philippi.
3. "Lord, I will follow Thee." What does our Lord ask of those who wish to be His disciples?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Wordsworth's *A Farewell*, first verse (*Shakespeare to Hardy*, p. 477).

Composition.

1. Write some verses upon one of the following,—(a), A Cathedral, (b), Autumn Gales, (c), Ulysses returns.
2. Write (a), a letter as from Modern China, or, (b), a letter of appeal from a distressed coal mining area, or, (c), a letter of advice in answer to the question, "Where shall I spend a holiday overseas?"



### English Grammar.

1. Analyse, parsing the words in italics,—

There *with the others* to a seat he gat,  
*Whence* he beheld a brodered canopy,  
'Neath which *in fair array* King Schoenas sat  
Upon his throne with councillors *thereby*.

2. Show that the development of the English language can be divided into three main periods. Give some characteristics of each period.
3. Make a classification of the subordinating conjunctions, showing their uses.

### Literature.

1. Describe, in the manner of the Spectator, (a), a visit of "Will Wimble" to "Sir Roger," or, (b), "Sir Roger" in London.
2. Write fully on Pope's *The Rape of the Lock*, giving favourite quotations,
- or, 2. Contrast the wit and humour of *The Rape of the Lock* with that found in *As You Like It*. Quotations.
3. Give a résumé of two poems you have enjoyed this term, written in the period 1688-1760,
- or, 3. Four characters out of *As You Like It* and *Waverley* meet. Write a conversation between any two of them.

### English History.

1. "The reign of Queen Anne presents one of the most brilliant periods of English History." Justify and illustrate this statement. Dates.
2. Sketch the career and policy of Walpole.
3. Describe briefly the conquest of Canada. Dates.

### General History.

1. Give some account of the earliest Nile-Dwellers. (Drawings.)
2. "The Treaty of Utrecht changed the map of Europe as no previous treaty had done." Explain fully, showing what events led up to the Treaty. Dates. Sketch map.

### Citizenship.

1. Describe some of the Perils of the Kingdom of Mansoul. How is the kingdom governed?
2. Show that "The worthiest act Tiberius did was the law Agraria." What difficulties did he encounter in passing this law?
3. Discuss how far the burden of taxation is shared by all members of the community. What do you know of the new Local Government Bill?

### Geography.

1. Sketch shortly the history of South Africa, showing how it has been affected by problems of race and climate.
2. Describe, with a sketch map, the chief industries of Australia. Discuss the importance of each.
3. Explain (a), what is meant by atmospheric pressure, and, (b), the use of the barometer. Diagram.

### Natural History.

1. "Of all the three-toed animals the horse has the most interesting history." Give this. Diagram.
2. Give some account, with diagrams, of the Age of the Great Beasts. Where may fossils of this "Age" be found?
3. (a) Give some account of the geology of your own neighbourhood, or, (b), write notes on your special study this term. Drawings.

### General Science.

1. What may we learn about "Matter" from a table, a candle, a star, fire?
2. Illustrate by a spring balance (diagram) the Law of Gravity, and give the history of the work of Newton and others in this connection.

### Physiology and Hygiene.

1. "In all the special senses there are special cells concerned." Explain, giving diagrams.
2. What special considerations must be borne in mind in connection with ventilation as regards (a), small rooms, (b), large rooms, (c), the work of the occupants?

### Picture Study and Architecture.

1. Describe "Maximilian I." by Rubens.
2. How would you recognise a Romanesque building? Explain, with special reference to a French Abbey Church, and an English Cathedral.

### French.

1. (a), Give the substance, in French, of one scene from *Le Verre d'Eau*, or, (b), write an essay in French on "Le Vent."
2. Translate into French, p. 71, *Enseignement Littéraire du Français*, Vol. I., "I can still see her . . . I wanted her."
3. Write, in French, some notes on *L'Adjectif Demonstratif*, giving examples in sentences.



#### Latin.

1. (a), *Caesar's Gallic War*, Books I.-III. (Hignet), translate Book I., § 12, from "Flumen" to "abiderunt." (b), Read the Latin of the passage in (a), then write a narration in Latin.
2. *A Latin Book for Beginners*, Part II. Translate into English (prose or poetry), lines 21 to 27 of "The Cyclopes," § 58.
3. Read the Latin of § 58, and find a clause that expresses the lapping of the water. Find other phrases where the sound echoes the sense.

#### German.

1. Write, in German, a short conversation between two characters in *Die Karavane*.
2. Translate p. 185 (Siepmann), "We are going . . . We get there."
3. Give examples in sentences of six prepositions which govern the Dative Case.

#### or, Italian.

1. Write, in Italian, a letter home from abroad.
2. Write from dictation, Exercise 14, A (*Italian Lessons and Readings*).
3. Give six sentences showing the order of Adjectives in Italian sentences.

#### Arithmetic

1. If sugar bought at £3 : 7 : 1 per cwt. is sold for 7½d. per lb., what is the gain or loss per cent.?
2. After a decrease of 15% the population of a village was 3995. What was it previously?
3. Find the height of a triangle whose base is 3½ feet and whose area is 12¼ square feet.

#### Geometry.

1. Prove that if two chords of a circle are equidistant from the centre they are equal.
2. Prove that the opposite angles of a cyclic quadrilateral are supplementary.
3. AB and AC are equal chords of a circle; P, Q are any two points in BC, and AP, AQ meet the circle in R and S. Prove that P, Q, R, S are concyclic points.

#### Algebra.

1. Draw the graph of  $2y = x^2 - 4$ . Find the points where it cuts the  $x$  axis.
2. Factorise (i.)  $a^2 + 5ab - 24b^2$ ; (ii.)  $36 - x^2$ ; (iii.)  $ac + bc - ad - bd$ ; (iv.)  $3x^3 + 27$ .
3. A number of two digits is such that a seventh of it is equal to a quarter of the number reversed. The sum of the digits is 12. Find the number.

#### Drawing.

1. A study of a group, in colour, showing three different textures, e.g., wood, glass, leather.
2. A Christmas card, giving design and beautiful lettering.

#### Musical Appreciation.

What music of Debussy's have you heard. Write your impressions of any one of the compositions.

#### Recitations.\*

Father to choose two Bible passages and a poem.

#### Reading.\*

Father to choose a poem and a leading article from a newspaper.

#### Music.\*

Examine in work done.

#### Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

#### Drill.\*

Report progress.

#### Work.\*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 10th. Papers to be posted on Saturday, 15th, with no other enclosure. Schools may send in papers up to December 22nd.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.